



Analysis of school rules and regulation implementation: Basis for policy enhancement program

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Abstract

This study analyzes the existing school rules and regulations at Manocmanoc Elementary School to develop a policy enhancement program. It examines the level of knowledge, attitudes, and implementation of school rules among intermediate pupils. Using a quantitative-correlational approach, including surveys and document analysis, the research explores relationships and gaps in rule implementation, highlighting strengths and weaknesses. It considers the alignment of rules with educational goals, the promotion of a positive and inclusive school culture, and the balance between discipline and flexibility. Key findings reveal significant relationships between knowledge, attitudes, and implementation, identifying areas for improvement. The study recommends refining rule enforcement consistency, ensuring continuous oversight and training, and promoting deeper rule understanding. Additionally, it suggests establishing transparent disciplinary measures and linking fair implementation to a positive learning environment. The outcomes serve as a foundation for a proposed policy enhancement program, offering evidence-based recommendations to foster a conducive learning environment, enhance student engagement, and address contemporary educational challenges. The study's focus on a single school may limit generalizability. Future research could expand to multiple schools to validate and extend these insights. Implementing these recommendations is expected to create a better learning atmosphere for all students.

Keywords: school rules, policy enhancement, student attitudes, rule implementation, educational goals, school culture

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Introduction

Student's discipline is a prerequisite to almost everything a school has to offer to the students. These rules and regulations cover a wide range of areas such as academic expectations, behavior, dress code, attendance, safety, and discipline. The purpose of school rules and regulations is to maintain a safe and conducive learning environment for all students and to promote a culture of respect, responsibility, and academic excellence (Pulimeno et al., 2020). Students are key stakeholders and the most essential resources in education. It is necessary to direct students to exhibit an acceptable attitude and behavior within and outside the school. In an attempt to achieve an organized and peaceful school environment and maintain law and order, the school management specifies rules and regulations to guide the activities of members of the educational institution. However, some students do not abide by the school rules and regulations, they may perceive these rules as unnecessary or irrelevant, and for the same reason, they may not follow them or they will exclude themselves or drop their class. This can lead to a lack of discipline among students, which can negatively impact their academic performance and their overall development. Some students are also not aware of and have less perception about school rules and regulations that can instill in them acceptable behavior (Jeruto, 2011; Allen et al., 2021).

Manocmanoc Elementary School is considered one of the big schools in the district of Malay that holds the biggest number of enrollees in the island of Boracay due to its location, where it is a popular destination for local and international tourists. This opens big opportunities to people who are looking forward to changing their lives and giving their families a better future. In regards to this, parents who are working on the island tend to transfer their children to the nearby schools which results in a sudden increase of the school's population. Thus, making the school a place with numbers of diverse learners. There are records of pupils who are not abiding by and bypassing rules that causes some commotion and disruptions to their learning activities. The school is being challenged to carry out the school rules and regulations over a vast of diverse learners.

According to Jayawardena (2021), discipline is interrelated with the culture of the school; thus, for a satisfactory ambiance to exist, a conclusive level of discipline must be held up (Zeng, 2022). In some schools where a child's character is a serious problem, for example, where bullying is often seen, it can be concluded that rules and regulations are not being implemented strictly. On the other, well-disciplined students have an overall formidable impact on the school. However, adverse implementation of rules can aggravate behavior instead of curbing it (Rigby, 2000).

Therefore, this study analyzed the school rules and regulation implementation and assess the level of knowledge and attitudes of the students and the implementation as basis for the policy enhancement program in Manocmanoc Elementary School, District of Malay, Division of Aklan. It assessed the attitudes of the students towards the implementation of school rules and regulations.

Methodology

The study adopts a quantitative-correlational research design to examine the relationships between variables. This design allows for the systematic investigation of the extent and nature of associations among the level of knowledge, attitude, and implementation of school rules and regulations among learners. The research was conducted at Manocmanoc Elementary School, located in the District of Malay, Division of Aklan, during the School Year 2023 - 2024. This specific locale is chosen due to its diverse student population and relevance to the study's objectives.

A total of 282 learners were selected as respondents from the 959 students at Manocmanoc Elementary School using Yamane's Slovin's Stratified Random Sampling, ensuring representative inclusion from various grade levels. Teacher-advisers assisted in providing necessary information on the number of learners. Data were collected using a survey questionnaire with a Likert scale to assess knowledge, attitudes, and perceptions regarding the implementation of school rules and regulations.

The survey instrument was subjected to content validation by experts from the District Youth Formation under the Bureau of Learner's Development and the School Principal who oversee the school rules and regulation implementation. This validation process ensured that the questionnaire effectively measures the intended constructs and aligns with the study's objectives.

Prior to data gathering, ethical clearances were obtained from the Schools Division Superintendent, District Supervisor of Malay, and the Principal of Manocmanoc Elementary School. Informed consent letters were provided to 282 parents, explaining the study's purpose and their child's participation. Surveys were administered to 30 participants per section, with data carefully recorded, transcribed, and interpreted.

Ethical considerations are paramount throughout the research process. Informed consent was obtained from participants, ensuring transparency about the study's purpose and their involvement. Confidentiality and anonymity were maintained during data collection, analysis, and

reporting. Any identified ethical issues were promptly addressed, adhering to established ethical guidelines and principles.

The conduct of this study started in November 14, 2023 and ends in November 17, 2023. The conduct of this study was based on the availability of the 30 participants of the 3 sections starting from Grade 4 to Grade 6.

Findings

The level of knowledge of pupils on school rules and regulations indicates a commendable awareness and adherence, with an overall mean score of 4.41 reflecting a positive culture of compliance and awareness. Similarly, the level of attitudes towards these rules among pupils reveals a predominantly positive perspective, with an overall mean score of 4.18 indicating a clear endorsement. The study underscores a generally favorable disposition towards school rules, which is crucial for maintaining a conducive learning environment.

The data on the implementation of school rules and regulations at Manocmanoc Elementary School highlights a high level of effectiveness, with an overall mean score of 4.32 categorizing the implementation as very high. A significant relationship between knowledge and attitudes towards implementation is observed ($r= 0.293$, $p= 0.000$), suggesting that as knowledge about school rules increases, so does positive attitude towards their implementation. However, no significant relationship is found between knowledge and actual implementation ($r= 0.097$, $p= 0.106$), nor between attitude and implementation ($r= 0.016$, $p= 0.701$), indicating potential gaps in translating knowledge and attitudes into tangible actions.

Identified gaps in implementation include areas such as strictness of enforcement, consistency in rule checks, perception of rule bypass, fairness in disciplinary actions, and correlation between fair implementation and positive learning environment. Addressing these gaps may require targeted interventions and consistent enforcement strategies to ensure a more uniform, fair, and effective implementation of school rules and regulations.

The findings revealed an overall commendable level of awareness and adherence to school rules among students, with high understanding and compliance evident in essential guidelines. However, variability exists in specific areas such as wearing school IDs and refraining from carrying weapons, suggesting areas for improvement. Despite this, students generally exhibited positive attitudes towards school rules, with the majority expressing happiness and agreement with

rule implementation. However, a minority felt restricted by rules or saw them as potential hindrances to their studies. While the level of implementation of school rules was generally high, there was room for improvement in ensuring strict and consistent enforcement by administrators.

Importantly, a significant positive relationship was found between students' knowledge of school rules and their attitudes towards implementation, highlighting the importance of well-informed students in fostering a respectful learning environment. However, no significant relationships were observed between the level of students' knowledge or attitudes towards school rules and the actual implementation of these rules, indicating the complexity of translating knowledge and attitudes into tangible actions within the school setting. These findings underscore the need for policy enhancements aimed at fostering a conducive learning environment and addressing emerging challenges in education.

Conclusion

The comprehensive analysis of students' knowledge, attitudes, and the implementation of school rules and regulations has yielded critical insights into the dynamics of the educational environment. The main argument of this research posits that while students exhibit commendable awareness and positive attitudes towards school rules, there are notable gaps in the consistent implementation and practical application of these rules.

Students generally demonstrate a high level of knowledge and adherence to school rules, though some variability exists in specific areas, requiring targeted intervention. There is a predominantly positive attitude towards school rules among students, despite some dissent regarding perceived restrictions on personal freedoms and potential academic hindrances.

The overall implementation of school rules is very durable, contributing to a positive learning environment. However, there is a perception of moderate strictness in rule enforcement, indicating room for improvement. A significant positive correlation exists between students' knowledge of school rules and their attitudes towards implementation, underscoring the importance of informed students in fostering a conducive learning environment.

However, there is a non-significant relationship between students' knowledge and the actual implementation of school rules, highlighting gaps in translating knowledge into practice. Similarly, positive student attitudes towards school rules do not necessarily translate into effective implementation, indicating complexities in aligning attitudes with tangible actions.

Based on these findings, several key recommendations have been proposed. Ensuring uniformity in the strictness of rule implementation across all school regulations will eliminate enforcement variations. Providing ongoing training for school administrators will enhance their oversight skills and promote consistent rule adherence checks. Implementing educational campaigns can deepen students' understanding of the rationale behind school rules, targeting specific areas like ID wearing and vandalism prevention. Establishing fair and consistently applied disciplinary measures will address perceived fairness variations. Emphasizing the link between fair rule implementation and a positive learning environment through strategic communication is crucial.

Developing programs to bridge the gap between knowledge and practical rule implementation via interactive workshops and awareness campaigns will be beneficial. Involving students in the rule-making process will enhance ownership and responsibility. Creating channels for students to express concerns or suggestions regarding rule implementation and regularly evaluating policy effectiveness are also recommended. Incorporating counseling and guidance alongside punitive measures will address underlying issues leading to rule violations. Engaging parents, guardians, and the broader community in reinforcing school rules will extend adherence beyond the school environment. Implementing these recommendations will address the identified gaps and enhance the effectiveness of school rules and regulations. A holistic and collaborative approach will foster a positive, disciplined, and conducive learning environment for all students.

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